

**2015 - 2016
Annual Assessment Report**

**Bachelor of Arts
Multimedia Journalism**



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA in Multimedia Journalism
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 39

Number of students graduated in 2015-16: 109

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 39 student portfolios, 5 were selected for assessment for a total of 12%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

The following scale was used to assess learning outcomes 4, 6 and 7:

(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Assessment Method 2 - Internship Evaluation: Assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the same three learning outcomes listed above, which were also assessed by the Capstone Projects/Portfolios. (See appendix A for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 3.85, which is slightly lower than the last year (4.25).

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 on a 7-point scale. Of these 5 students, 3 students (60%) demonstrated this learning outcome occasionally, 1 (20%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This demonstrates improvement from last year.

The overall grade was 77% compared to 74% the previous year. This indicates room for improvement.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Multimedia Journalism incorporate information gathering and data analysis in the Data Journalism course as well as their writing courses. All students are required to use data in their capstone project.

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Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.1, which is slightly lower than last year (4.25).

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 based on a 7-point scale. Two students (40%) demonstrated this well, 2 students (40%) demonstrated this learning outcome occasionally and 1 student (20%) demonstrated this learning outcome only slightly. No internship assessment of this learning outcome was available last year.

The overall grade for this learning outcome was 79% compared to 84% last year. This grade demonstrates continued room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. All Multimedia Journalism majors are required to complete the following courses: Fundamentals of Audio Video, Reporting, and Electronic Reporting. Multimedia News majors include: Editing in Multimedia, Public Affairs Reporting, and Data Journalism. Multimedia Production majors include: Field Production, and Advanced Production Practices. In addition, Multimedia Journalism students are expected to show these skills in their capstone course.

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Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.8 (last year 3.5, previously 3.9), which indicates that this learning outcome was represented in the portfolios with little demonstration of improvement over 3 years.

Internship assessment:

The mean score for students' understanding of this learning outcome was 5.2 on 7-point scale. This is a moderate improvement from last year (4.42). Two (40%) of interns occasionally demonstrated these skills and 3 (60%) demonstrated this well.

The overall grade for this learning outcome was 81% compared to 76% last year.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with 5 outgoing Sports Media seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, three of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Multimedia Journalism curriculum, including but not limited to Data Journalism, Reporting and Media Management.

Summary of assessment evidence / results from the assessment method:

All of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic should have been addressed more.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Multimedia Journalism students are exposed to and asked to apply to the relevant theories and concepts of Journalism through most of the courses in MMJ, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When prompted about it, two of the students said they remember theories such as agenda setting and framing being discussed.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

All Multimedia Journalism students are required to take a Media Management course.

Summary of assessment evidence / results from the assessment method:

Most of the students interviewed indicated that the importance of planning and media management was not emphasized. When probed about it specifically, three of the students indicated that they learned the importance of planning in writing and electronic storytelling. Only one of the students maintained that he gained an understanding of media management.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; two of the three outcomes assessed last year and this year improved from the previous year, while one showed slight decline. The results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

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Name of reviewer: _____

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Learning outcome 4.

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Learning outcome 5.

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The overall grade was 77% compared to 74% the previous year. This indicates room for improvement.

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Assessment method used:

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Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, three of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Multimedia Journalism curriculum, including but not limited to Data Journalism, Reporting and Media Management.

Summary of assessment evidence / results from the assessment method:

All of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic should have been addressed more.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Multimedia Journalism students are exposed to and asked to apply to the relevant theories and concepts of Journalism through most of the courses in MMJ, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When prompted about it, two of the students said they remember theories such as agenda setting and framing being discussed.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

All Multimedia Journalism students are required to take a Media Management course.

Summary of assessment evidence / results from the assessment method:

Most of the students interviewed indicated that the importance of planning and media management was not emphasized. When probed about it specifically, three of the students indicated that they learned the importance of planning in writing and electronic storytelling. Only one of the students maintained that he gained an understanding of media management.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; two of the three outcomes assessed last year and this year improved from the previous year, while one showed slight decline. The results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them					

understandable.					
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Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2015 - 2016
Annual Assessment Report

Bachelor of Arts
Strategic Communication



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA in Strategic Communications
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 330

Number of students graduated in 2015-16: 116

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 112 student portfolios received, 12 were selected for assessment for a total of 10%. External reviewers received the assessment rubric via Survey Monkey and the URL to the online portfolios. Capstone Project/Portfolios are evaluated using learning outcomes 4, 6 & 7.

The following scale was used to assess the Portfolios using learning outcomes 4, 6 and 7:
(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

(See Appendix B for the Portfolio Assessment Grid)

Assessment Method 2 - Internship Evaluation: Assessment reports of 9 students' internship advisers were collected and data analyzed. Student internships are evaluated using learning outcomes 4, 6 & 7, which were also assessed by the Capstone Projects/Portfolios. (See Appendix C for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts. (See Appendix A for a list of courses)

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4, which is slightly lower than the previous year (4.1). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6, which is an improvement from last year's score of 3.75. Three students (33%) demonstrated understanding occasionally; 3 (33%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding only slightly.

The overall grade was 78% which is slightly lower than the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 3.67, which is a disappointing decline from last year's overall mean score of (4.12).

Internship assessment:

The mean score for students' understanding of this learning outcome was 5 based on 7-point scale. Four students (33%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding expertly. This demonstrates slight improvement over last year's score of 4.0, and fewer internship evaluations were assessed last year.

The overall grade for this learning outcome was 78% compared to 83% last year. These scores indicate room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience*. In the Internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, Strategic Communications students are expected to demonstrate these skills in their capstone course through developing an SC campaign.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.08 (last year 3.65 previously 3.53), which indicates growth and improvement of this learning outcome.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.5 based on a 7-point scale, which is a slight improvement from last year's score of 4.3. One student (11%) did not demonstrate an understanding of the learning outcome; 1 (11%) students demonstrated understanding only slightly; 2 (22%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work, 3 student (33%) demonstrated understanding well. These findings indicate instruction in this area is improving.

The overall grade for this learning outcome was 80.5%.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with seven outgoing Strategic Communications seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the seven students interviewed, six students communicated that they learned a great deal about constitutional freedoms and legal issues and one student felt that they struggled with the material. They felt good about their understanding of the First Amendment. Most of the students communicated that had a good understanding of ethical principles and several indicated that ethics was consistently covered in most of their major courses. Also, two of the students felt ethics was over-covered because they also learned about ethical principles in Philosophy courses.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Strategic Communications curriculum, including but not limited to Research Methods, Advertising Media & Markets, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. Two of the students mentioned that they would have liked to have learned more strategies on how to communicate with diverse audiences.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of Advertising, Public Relations and Strategic Communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications, particularly in Public Relations and Advertising. Two of the students said they gained an understanding of the history and social role of mass communications in the Media in a Diverse Society course.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students expressed less confidence in their knowledge of theoretical concepts than other learning outcomes. However, when asked specifically about theories and concepts used in strategic communications, they were quite confident in their understanding.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Media, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students discussed the importance of learning about planning and media management. They indicated they develop a good understanding of planning and management through the management and strategies course, the media planning (Advertising Media & Markets) course, and some mentioned the Advanced PR Media course.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; each of the three outcomes assessed last year and this year improved from the previous year. However, the results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

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MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
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Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
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Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2015 - 2016
Annual Assessment Report

Bachelor of Science
Strategic Communication



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BS in Strategic Communications
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 330

Number of students graduated in 2015-16: 116

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 112 student portfolios received, 12 were selected for assessment for a total of 10%. External reviewers received the assessment rubric via Survey Monkey and the URL to the online portfolios. Capstone Project/Portfolios are evaluated using learning outcomes 4, 6 & 7.

The following scale was used to assess the Portfolios using learning outcomes 4, 6 and 7:
(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

(See Appendix B for the Portfolio Assessment Grid)

Assessment Method 2 - Internship Evaluation: Assessment reports of 9 students' internship advisers were collected and data analyzed. Student internships are evaluated using learning outcomes 4, 6 & 7, which were also assessed by the Capstone Projects/Portfolios. (See Appendix C for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts. (See Appendix A for a list of courses)

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4, which is slightly lower than the previous year (4.1). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6, which is an improvement from last year's score of 3.75. Three students (33%) demonstrated understanding occasionally; 3 (33%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding only slightly.

The overall grade was 78% which is slightly lower than the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 3.67, which is a disappointing decline from last year's overall mean score of (4.12).

Internship assessment:

The mean score for students' understanding of this learning outcome was 5 based on 7-point scale. Four students (33%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding expertly. This demonstrates slight improvement over last year's score of 4.0, and fewer internship evaluations were assessed last year.

The overall grade for this learning outcome was 78% compared to 83% last year. These scores indicate room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience*. In the Internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, Strategic Communications students are expected to demonstrate these skills in their capstone course through developing an SC campaign.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.08 (last year 3.65 previously 3.53), which indicates growth and improvement of this learning outcome.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.5 based on a 7-point scale, which is a slight improvement from last year's score of 4.3. One student (11%) did not demonstrate an understanding of the learning outcome; 1 (11%) students demonstrated understanding only slightly; 2 (22%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work, 3 student (33%) demonstrated understanding well. These findings indicate instruction in this area is improving.

The overall grade for this learning outcome was 80.5%.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with seven outgoing Strategic Communications seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the seven students interviewed, six students communicated that they learned a great deal about constitutional freedoms and legal issues and one student felt that they struggled with the material. They felt good about their understanding of the First Amendment. Most of the students communicated that had a good understanding of ethical principles and several indicated that ethics was consistently covered in most of their major courses. Also, two of the students felt ethics was over-covered because they also learned about ethical principles in Philosophy courses.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Strategic Communications curriculum, including but not limited to Research Methods, Advertising Media & Markets, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. Two of the students mentioned that they would have liked to have learned more strategies on how to communicate with diverse audiences.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of Advertising, Public Relations and Strategic Communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications, particularly in Public Relations and Advertising. Two of the students said they gained an understanding of the history and social role of mass communications in the Media in a Diverse Society course.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students expressed less confidence in their knowledge of theoretical concepts than other learning outcomes. However, when asked specifically about theories and concepts used in strategic communications, they were quite confident in their understanding.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Media, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students discussed the importance of learning about planning and media management. They indicated they develop a good understanding of planning and management through the management and strategies course, the media planning (Advertising Media & Markets) course, and some mentioned the Advanced PR Media course.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; each of the three outcomes assessed last year and this year improved from the previous year. However, the results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications
Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2015 - 2016
Annual Assessment Report

Bachelor of Arts
Sports Media



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA in Sports Media
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 152

Number of students graduated in 2015-16: 52

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 52 student portfolios, 10 were selected for assessment for a total of 19%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

The following scale was used to assess learning outcomes 4, 6 and 7:

(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Assessment Method 2 - Internship Evaluation: Assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the same three learning outcomes listed above, which were also assessed by the Capstone Projects/Portfolios. (See appendix A for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.25, which is higher than the previous year (3.5). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.8 on a 7-point scale. Of these 2 students (40%) occasionally, 2 (40%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This is the same percentage as last year.

The overall grade was 77% compared to 64% the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.47, which was higher than last year (3.15) and indicated that portfolios provided an improved representation of this learning outcome with room for continued improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 based on a 7-point scale. Two students (40%) demonstrated this well, 2 students (40%) demonstrated this learning outcome occasionally and 1 student (20%) demonstrated this learning outcome only slightly.

The overall grade for this learning outcome was 76% compared to 62% last year and 45% the previous. This grade demonstrates consistent improvement from the previous two years.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strat Comm majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.28 (last year 3.5, previously 2.4), which indicated that this learning outcome was represented in the portfolios and demonstrates considerable improvement from last year and the year before.

Internship assessment:

The mean score for students' understanding of this learning outcome was 5.2 on 7-point scale. This is a moderate improvement from last year. Two (40%) of interns occasionally demonstrated these skills and three (60%) demonstrated this well.

The overall grade for this learning outcome was 79% compared to 70% last year and 48% the previous year. Again these finding indicate consistent improvement.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with 5 outgoing Sports Media seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, two of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic was discussed at length in two of his SPM classes.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When asked about it, three of the students said they remember theories such as agenda setting and framing being discussed. Two of the students offered very little confirmation that they had a grasp of relevant theories in mass communication.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

Summary of assessment evidence / results from the assessment method:

Three of students discussed the importance of learning about planning and media management. Two of the students were less forthcoming about the topic, but when probed they indicated that they learned the importance of planning in writing and electronic storytelling.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; each of the three outcomes assessed last year and this year improved from the previous year. However, the results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
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MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

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MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
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SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

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4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them					

understandable.					
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Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2015 - 2016
Annual Assessment Report

Bachelor of Science
Sports Media



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BS in Sports Media
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 152

Number of students graduated in 2015-16: 52

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 52 student portfolios, 10 were selected for assessment for a total of 19%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

The following scale was used to assess learning outcomes 4, 6 and 7:

(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Assessment Method 2 - Internship Evaluation: Assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the same three learning outcomes listed above, which were also assessed by the Capstone Projects/Portfolios. (See appendix A for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.25, which is higher than the previous year (3.5). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.8 on a 7-point scale. Of these 2 students (40%) occasionally, 2 (40%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This is the same percentage as last year.

The overall grade was 77% compared to 64% the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.47, which was higher than last year (3.15) and indicated that portfolios provided an improved representation of this learning outcome with room for continued improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 based on a 7-point scale. Two students (40%) demonstrated this well, 2 students (40%) demonstrated this learning outcome occasionally and 1 student (20%) demonstrated this learning outcome only slightly.

The overall grade for this learning outcome was 76% compared to 62% last year and 45% the previous. This grade demonstrates consistent improvement from the previous two years.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strat Comm majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.28 (last year 3.5, previously 2.4), which indicated that this learning outcome was represented in the portfolios and demonstrates considerable improvement from last year and the year before.

Internship assessment:

The mean score for students' understanding of this learning outcome was 5.2 on 7-point scale. This is a moderate improvement from last year. Two (40%) of interns occasionally demonstrated these skills and three (60%) demonstrated this well.

The overall grade for this learning outcome was 79% compared to 70% last year and 48% the previous year. Again these finding indicate consistent improvement.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with 5 outgoing Sports Media seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, two of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic was discussed at length in two of his SPM classes.

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Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When asked about it, three of the students said they remember theories such as agenda setting and framing being discussed. Two of the students offered very little confirmation that they had a grasp of relevant theories in mass communication.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

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Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
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Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
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TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

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Name of reviewer: _____

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Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them					

understandable.					
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Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					